The number of standards and benchmarks MUST BE REDUCED from the current document.

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| --- | --- | --- | --- |
| Current Standards Benchmark Break-down | | | |
| Subject | K-3 Benchmarks | 4-8 Benchmarks | 9-12 Benchmarks |
| US | 3 | 14 | 30 |
| MN | 0 | 7 | 0 |
| WH | 3 | 21 | 81 |
| Skills | 2 | 12 | 10 |
| Geo | 19 | 51 | 32 |
| Econ | 8 | 15 | 50 |
| Civics | 12 | 20 | 51 |

Assumptions: 75 to 80 instructional days per semester. For each standard, no more than three benchmarks can be written. These benchmarks should be the same “grain-size” across ALL of the social studies content areas and should take roughly 3 instructional periods to complete (no discussion yet as to the length of an instructional period). The following is a cap to the TOTAL number of benchmarks at each grade level, regardless of how many of the content areas are taught at that grade level.

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| --- | --- |
| Grade | Number of Benchmarks |
| K | 6-10 |
| 1 | 6-10 |
| 2 | 6-10 |
| 3 | 10-15 |
| 4 | 15-20 |
| 5 | 15-20 |
| 6 | 20-25 |
| 7 | 35-40 |
| 8 | 35-40 |
| 9 | 50 |
| 10 | 50 |
| 11 | 50 |
| 12 | 50 |

1. Discussion regarding 4-8 and the focus of each grade level/placement of standards at that grade level.

Note: LOTS of heated discussion; significant swings back and forth; no clear consensus, but a slight majority favoring the following proposal; pressure to move forward with Draft I and let the public comment on the direction chosen; time to revise the plan after the public comment period closes.

By the end of the meeting, this was the plan that had secured the majority vote and that the technical writing teams would use as they placed their respective standards and benchmarks for the first draft.

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| --- | --- | --- | --- | --- |
| Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| US Geography | US History | MN History/US History | World History  Economic  Civics/Government | World Geography |
| Regions of the US; physical geography | Pre-Columbus to 1800 including indigenous peoples; Incorporate Civics and Econ standards as part of the Foundations of Government | Original inhabitants of MN to World War II (1945); incorporate elements of civics, econ and geography as makes sense | Beginning of Human Society (1000 BCE),  Early Civilizations and Peoples,  Classical Traditions, and Expanding Zones: Exchanges and Encounters (1000 CE)  Economics and Civics (1 quarter each) | US and Canada  Latin America  Europe and Russia  SW Asia/Middle East and N Africa  Sub-Saharan Africa  Central Asia  East Asia  South Asia  Australia, Oceania and Antarctica |

Prevailing Arguments: Needed to include separate benchmarks that translated into a quarters worth of work for both Civics and Economics. [important for 21st century – especially given current state of affairs; if incorporated into another subject, they get lost; essential for success at the HS level as elementary focus is traditionally on history and geography not government and economics; unrealistic to increase expectations for coverage at the elementary levels with testing environment]

Arguments Against this proposal included: disjointed between MS and HS (ancient vs modern history), Economics and Civics should be incorporated into US and World (natural connection), no global focus in the elementary grades (all US), once again we will not get to the 21st century in the teaching of US History (K-8); why is it important to start world history with the peopling of the planet; World History in 7th grade is a HUGE departure from what most districts in the state are currently doing. TOO much content at 7th grade; disjointed (3 separate focuses – unrealistic for 1 teacher to do well).